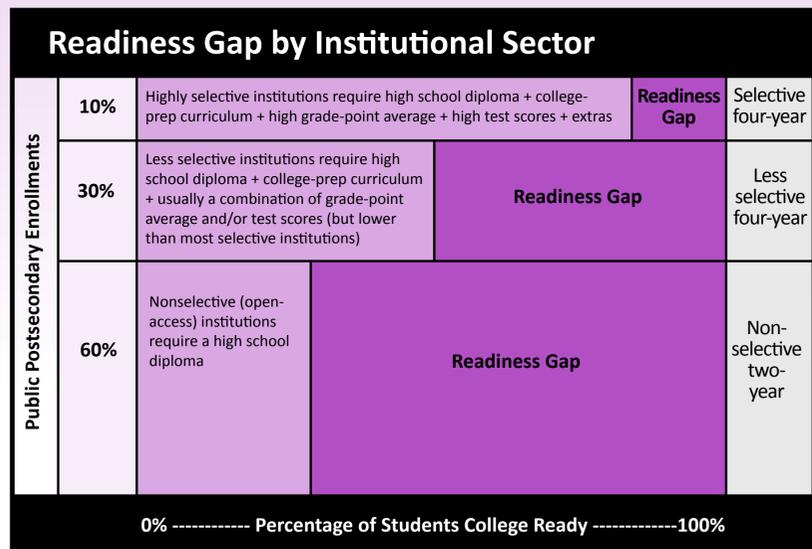


Student Success

Proposed Concept #2: Examine best practices in developmental education

Across the nation, and within MnSCU, the need for developmental education poses significant challenges to students and higher education.



According to the National Center for Public Policy and Higher Education (2010):

- In two-year colleges, eligibility for enrollment typically requires only a high school diploma or equivalency.
- About one-quarter of incoming students to these institutions are fully prepared for college-level studies. The remaining 75% need remedial work in English, mathematics, or both.
- Eligibility for enrollment in less-selective four-year institutions (often the “state colleges”) typically includes a high school diploma and additional college-preparatory coursework.
- Experience shows that these additional eligibility requirements still leave about half of incoming freshmen under-prepared for college.
- Firm data on the portions of entering college students who need remediation in English and/or math are not available, but the proportions shown [top right] reflect national estimates.
- All told, as many as 60% of incoming freshmen require some remedial instruction.

Within MnSCU, a study of four 2-year colleges in the Metro area demonstrates the readiness gap within the system and shows students who follow common developmental education pathways rarely succeed.

Developmental Progress	Students	% of cohort
Entered College Ready	1,085	8%
Improved to College Ready	2,320	17%
No Attempted Developmental Education	4,240	32%
Earned College Reading/Writing, Not Math	3,261	24%
Failed to Earn College Reading/Writing	2,499	19%
Total Number of Students	13,405	100%

“Traditional developmental math sequences simply do not produce good results. **Fewer than 10% of the students who were placed three or more developmental levels below College Algebra completed the math sequence and passed a course that satisfied Goal Area 4 (Mathematical/Logical Reasoning) of the Minnesota Transfer Curriculum.** As a result of the difficulty associated with the math sequence, many students avoided math by pursuing college credentials that did not require it” (Asmussen, 2013)

What do YOU think?

- What barriers exist for students to complete developmental/college preparatory coursework and start core/major degree program coursework?
- How could 2 and 4-year institutions and community resources like Adult Basic Education work together more effectively to better prepare students for success?

References:

- Asmussen Research and Consulting, LLC (2013). *Longitudinal Study of Developmental Education at four Metropolitan Area MnSCU Colleges*
- National Center for Public Policy and Higher Education and the Southern Regional Education Board (2010). *Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy.*



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